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ABSTRACT

This training package in nonverbal communication and the affective domain rests on the rationale that nonverbal communication is a support system for the verbal message that we convey and that it can be divided into two channels--the vocal and the kinetic. The vocal channel consists of the pitch of the voice, and the kinetic consists of postures, gestures, and other body movements. The package is divided into four units or learning modules, which are preceded by a general overview. The purposes of the four units are to: (a) give prospective teachers an overview of nonverbal communication and provide a cognitive base from which to operate, (b) provide the participant with an opportunity to learn how he relates his feelings and attitudes to others without words and to improve his perceptions of the feelings of others, (c) provide participants with information about nonverbal communication to enable them to determine its value in the learning situation, and (d) prepare the student to discriminate between messages given on the kinetic and vocal channels and to discuss the critical interdependence of the channels on each other. Enabling activities for the modules include readings, discussion in large and small groups, role playing activities, individual exercises, and the design of mini-lessons. A pre- and post-measurement instrument is included in the package. (HMD)

ED 095150

Claudette Merrell Ligons: Number 9

Non-Verbal Communication and the Affective Domain

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TEACHER CORPS ASSOCIATES:
RESOURCES FOR CBTE

A Series of Materials for the Support of CBTE
Series Editor: Carl A. Grant, Director
Teacher Corps Associates Program
University of Wisconsin
Madison, Wisconsin 53706 Spring, 1973

RESOURCES FOR CBTE

Understanding CBTE

1. *A Module for Understanding the Characteristics of Competency-Based Education* by Alberto Ochoa 34 pp.

This is designed to assist intern-teachers in understanding CBTE through the use of an instructional module.

2. *A Seminar on Competency-Based Teacher Education for University Personnel* by Horace Leake 22 pp.

This is intended to help instructors of higher education prepare the basic tenets of CBTE to faculty staff.

Defining Roles In CBTE

3. *Curriculum Specialist's Role in Enabling Interns to Acquire and Demonstrate Mastery of Teaching Competencies* by Joseph Watson 10 pp.

This material includes objectives, test items and activities. The Curriculum Specialist's role in a CBTE program is specified.

4. *The Role of the Community Coordinator* by Edwina Battle 11 pp.

This module is designed to identify the role of the community coordinator in a Teacher Corps Project.

Initiating CBTE

5. *Bilingual Education: A Needs Assessment Case Study* by Fernando Dominquez 12 pp.

This describes the development of a questionnaire to use in a needs assessment for teachers in a bilingual setting. It includes results from one school district.

Implementing Competency-Based Educational Programs at Southern University by James Fortenberry 6 pp.

This is a case study of the transitional problems involved in shifting an entire university to a competency-based approach to education.

Use Of Competencies

6. *Competencies Essential for Diagnosing Reading Difficulties* by David Blount 36 pp.

This is a list of competencies. These competencies may be used in designing training modules for interns, teachers, or reading specialists.

7. *Competencies for a Hopi Reservation Teacher: Hopi Background Competencies for Teachers* by Milo Kalectaca 33 pp.

This module is designed to provide competencies needed to train teachers of Hopi children in the basics of Hopi history and culture.

8. *Methods of Public School Music* by Edwina Battle 57 pp.

This is designed to give teacher trainees adequate background and training in music skills using competency-based education which can be adapted to meet the needs of children in the primary grades. It includes: (1) music fundamentals (2) instruments and their use (3) techniques in music instruction.

The Affective Domain

9. *Non-Verbal Communication and the Affective Domain* by Claudette Merrell Ligons 74 pp. Multi-Media Items*: 23 slides, 1 video-tape.

This training package is designed to prepare the teacher in the affective domain; it should improve the teacher's interpersonal relations skills by helping him/her better understand the non-verbal behavior of students.

10. *Strategies for Introducing Skills in Effective Curriculum Planning for Teachers of the Highly Mobile 'Troubled Youth' of the Inner-City* by Vida Van Brunt 69 pp. Multi-Media Items*: approximately 100 slides (3 sets), 1 video-tape, 4 audio-tapes.

This is designed to provide teachers with strategies for communicating more quickly and easily with the inner-city youth labeled "delinquents" or "delinquent prone."

*Multi-Media items are available only from the author.

FOREWORD

In 1965 Teacher Corps received a congressional mandate to improve teacher education. This improvement was to be brought about by broadening existing teacher education programs and improving educational opportunities for disadvantaged children.

Teacher Corps recognized that one aspect of teacher education needing immediate attention was the lack of minority group representation in positions of leadership. In order to help fill this educational void, Teacher Corps instituted the Teacher Corps Associates Program. The program is designed to provide professional growth in the process of competency-based teacher education (CBTE) for teaching faculty and administrators in local Teacher Corps projects.

The Associates were selected after a national search by a committee composed of representatives from Teacher Corps National Field Council, AACTE's Committee on Performance Based Teacher Education, and the Technical Assistance Projects. The Associates are drawn from all areas of the country and from different minority groups; they are members of the teaching faculty of local Teacher Corps Projects, or are local Project Directors, Associate Directors, Program Development Specialists or Coordinators.

Since the program began in February, 1972, the Teacher Corps Associates have received extensive training in the basics of CBTE: principles of systems management, development of instructional modules, and identification of teacher competencies.

They have also gained valuable experience through visits to learning labs, universities, schools, communities, and R&D centers. The Associates have had opportunities to serve as consultants to other Teacher Corps programs, and to serve as resource persons and consultants at National Teacher Corps Conferences. An equally important aspect of the Associates' training has involved developing and extending their sensitivity to minority group concerns and fostering the awareness of common interests underlying unique cultural differences. As part of their training in CBTE, the Associates have produced this series of materials entitled Resources for CBTE.

Carl A. Grant
Director of Teacher Corps Associates

ED 095150

WORDS ARE NOT ENOUGH:
A TRAINING PACKAGE IN NONVERBAL COMMUNICATION AND THE AFFECTIVE DOMAIN

Claudette Merrell Ligons
Texas Southern University
Houston, Texas

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PREFACE

Since my introduction to Teacher Corps as an intern in the University of Massachusetts' Program in 1969, I have watched with real intrigue the developing interest in Competency-Based Education among scholars.

Specification of learning expectations adds clarity to any educational program and greatly reduces ambiguity. However, in our attempts to specify learning expectations, it is important that we do not neglect the affective area. Achievements in this area are not so easily measurable as those in the cognitive area, but are of equal importance.

The importance of nonverbal behavior is often ignored by teachers--to the detriment of interpersonal relations and effectiveness in the classroom. Positive reinforcement, a cricial part of the teaching situation, is usually achieved through activities such as smiling, nodding approval, maintaining eye contact, exhibiting attending behavior, and moving closer to pupils. The absence of these activities or presence of behaviors to indicate boredom, tension, inattentiveness or disapproval can help establish a situation that negatively affects learning.

Teachers must develop a high level of awareness of their own nonverbal behaviors. "To fail to monitor one's self for nonverbal behaviors is to fail to understand that appearance and performance are the mirrors of personality. And only when individuals are able to realize that outside image is failing to do what heart and mind desire, will they have

the opportunity to align one with the other while at the same time perfecting human relationships."[1]

This training package in nonverbal communication is as useful for experienced teachers as for prospective teachers since it deals with an area which is new in the field of teacher training and preparation. While knowledge and performance criteria are used in determining whether the teacher has mastered the competencies specified, the emphasis is on product criteria which assess the participant's ability to teach by examining the achievement of his pupils. The three types of criteria mentioned above are those adopted from Wil Weber's model.

Since verbal and nonverbal communication are independent, it is critical for teachers to understand both areas to maximize their effectiveness in the classroom. The focus here is on developing skills necessary for generating interpersonal rapport in the learning environment, nonverbally.

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[1]Grambs, J., J. Carr, and R. Fitch, Modern Methods in Secondary Education. (New York: Holt, Rinehart and Winston, Inc., 1970) p. 106.

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Additionally, I thank my friend and collegue, Sumpter L. Brooks, who served as my chief consultant; and my TAP Directors W. Robert Houston and Mickey Hollis who provided valuable criticism.

Finally, I am grateful to Carl Grant, TAP Director and to my fellow TAP associates for reacting to my project. I am also grateful to National Teacher Corps for giving me this opportunity; and a special thanks to Cynthia Shepard Perry who introduced me to Teacher Corps in 1969.

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PROSPECTUS

Nonverbal communication is a support system for the verbal message we convey. It can be divided into two channels: (a) vocal and (b) kinetic.

The vocal channel consists of the pitch and inflection of voice used. The kinetic channel consists of gestures and postures. Like the vocal channel, it exposes feelings and attitudes that are either congruent or incongruent with the verbal content expressed.

Successful completion of this training package should imporve the teacher's interpersonal relations skills by bringing him into closer contact with his own nonverbal behaviors and those of his students.

DESCRIPTION OF MULTI-MEDIA ITEMS

Module I

The introductory lecture may be taped or read from the text. The illustrations in the back of the text or the slides should be shown as the visual support system for this presentation. Note that the lecture is marked to indicate where slides or illustrations are to be shown. Barring the use of these visual aids, the speaker can demonstrate the gestures as part of the lecture presentation. Time: 20-30 minutes.

Module II

In activity number one, the participant views fifteen to eighteen slides and identifies the nonverbal message conveyed as he reads it. The slides display a variety of emotional responses; fear, tension, worry, etc. Running time: 3 minutes.

Module IV

In activity number one, the participants listen to a taped presentation and try to determine something about the personality of the teacher from nonverbal cues; tone of voice, pitch, rate of speech, etc. Participants are also trying to pick up cues about her through the content of what she says, i.e., choice of words.

In activity four, the participants view the video tape of the same teacher. However, this time they have the benefit of seeing as well as hearing the speaker. Participants are expected to give a more complete response to questions after seeing the teacher on video tape. Both presentations last about five minutes.

These materials may be obtained from: Claudette Ligons
Texas Southern University
P.O. Box 70
Houston, Texas 77004

STEPS IN COMPLETING THE TRAINING PACKAGE:

1.0 Read the Foreword

2.0 Read the Prospectus

3.0 Take the Pretest

3.1 Did you complete pretest satisfactorily: If yes, go to 5.0

4.0 Complete Unit I

5.0 Complete Unit II

6.0 Complete Unit III

7.0 Complete Unit IV

PRE-POST-TEST

Part I

Directions: In the slides which follow, identify the nonverbal message which is being transmitted.

Slide Presentations

1. _____ _____ (i.e. hitch-hiking)
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Part II Continued

Part II-A

Directions: In each of the audio tapes you will hear a teacher giving instructions to students. Identify the nonverbal message each teacher is sending; i.e., accepting, concerned, impersonal, etc.

Tape #1

Nonverbal message: _____

_____

_____

Tape #2

Nonverbal message: _____

_____

_____

Tape #3

Nonverbal message: _____

_____

_____

Part II Continued

Part II-B

Directions: In this activity, use both the audio tapes of the preceding exercise and a visual assessment of the teachers to identify their nonverbal messages.

Tape #1

Nonverbal message: _____

_____

_____

Tape #2

Nonverbal message: _____

_____

_____

Tape #3

Nonverbal message: _____

_____

_____

Part III

Directions: Think of one of the many feelings you have during the course of a day, i.e., frustration, happiness, apprehension, calmness. List two or more nonverbal cues you employ to transmit these feelings.

The Feeling: _____

The gestures or expressions which communicate the feeling:

(a) _____

(b) _____

(c) _____

(d) _____

Part IV

Directions: Here is a series of slides of students. Identify the feeling or attitude he is conveying with his head, hands, entire body.

Slide #1 _____

Slide #2 _____

Slide #3 _____

Slide #4 _____

Slide #5 _____

Slide #6 _____

Slide #7 _____

Slide #8 _____

Part V

Directions: Fill in the information in the chart below:

When a Student Appears to be:	I Feel	I Will (express alternate behaviors)
puzzled	Inadequate	i.e. (a) Give examples (b) Reemphasize points, or (c) Solicite more feedback from him
cheerful		(a) (b) (c)
bored		(a) (b) (c)
annoyed		(a) (b) (c)
indifferent		(a) (b) (c)
involved		(a) (b) (c)
defensive		(a) (b) (c)

Purpose for Units I through IV

The participant will be able to interpret and respond appropriately to the nonverbal behaviors of students.

Prerequisite to Units I through IV

The participant must indicate a desire to improve his affective communication skills.

UNIT I

STEPS TO COMPLETE UNIT I

1.0 Read introductory material

2.0 Attend introductory lecture and multi-media presentation

3.0 Divide into small groups of 6-8

- 3.1 Discuss questions raised
- 3.2 Participate in group practice and interaction session

4.0 Plan and teach a 3-minute micro-teaching lesson

5.0 Solicit feedback from participants in the micro-teaching session

6.0 Complete evaluation activity on worksheets

UNIT I: BEYOND WORDS

Purpose

The purpose of this unit is to give participants an overview of nonverbal communication and provide a cognitive base from which to operate.

UNIT I: BEYOND WORDS: ACTIVITIES:

1. Lecture--

   An overview of the training package and a cursory introduction to terminology

2. Break into small groups of 6-8

   (a) Discussion questions:

   (1) How do we communicate:
   (2) If we simplified the communication process, what categories would we divide it into?

   (b) Select an emotion from the following list or choose one of your own:

   (1) fear (2) tension
   (3) love (4) contentment
   (5) frustration

   With a screen held in formt of your face, convey a feeling to the rest of the group with your hands and body. After the group has attempted to guess the emotion (without giving them feedback) do it a second time with your face visible. Ask the group to surmise what emotion you conveyed, assuming that the message was not identified the first time.

   (c) Speak from behind a small screen. The tone of voice should convey a contradictory message. (I love school. It's my favorite pastime!" Voice communicates disgust, uncertainty or other conflicting emotion.) The group tries to determine the underlying message. This time remove the screen if they are not successful in perceiving the message. With the face visible, say the same thing in the same tone. Now, ask for responses from the group. Discuss the interpretations. As a group, discuss the interdependence of the kinetic, vocal and verbal channels in the communication process.

   (d) Think of a verbal message and write it down in the left column of a sheet of paper which you have divided in half. In the right column, write a nonverbal message which is the opposite, i.e. see chart below.

Verbal message	Nonverbal message
My time is your time.	(a) disgust (b) impatience (c) tension

Discuss how you think these conflicting messages from teachers affect students in the classroom.

3. Participant writes a 3-minute microteaching lesson.

   (a) During the lesson, convey certain predetermined nonverbal messages.

   (b) Designate participants to respond only nonverbally.

   (c) As you teach, accept only verbal responses from students. Reinforce them very positively for their verbal participation.

   (d) Reprimand students who give nonverbal responses. Do not accept their style of communicating.

4. Discussion

   (a) Ask, "How did you verbal students feel when I responded to you with positive reinforcement?" Why?

   (b) Ask, "How did you nonverbal students feel when I responded negatively to your communication?" Why?

   (c) What are the implications for teaching?

5. Please turn to your worksheet and complete the activity for Unit I: BEYOND WORDS.

Worksheet--Section 1.

UNIT I: BEYOND WORDS

Directions: Answer the following questions as accurately as possible.

1. List the three major categories of communication and define each.

   (a)

   (b)

   (c)

2. Discuss the interdependence of the three categories of communication:

3. When any one category is in conflict with the others, how is communication with children affected?

4. Acceptance of the student's communication style does the following: (Circle the answer/answers)

   (a) forces him into a defensive posture
   (b) increases his self-esteem
   (c) increases the chances that he will choose an alternative style
   (d) suggests acceptance of his family and friends

TEXT OF INTRODUCTORY LECTURE FOR UNIT I

When we interact with other people, the entire message is almost never communicated in words alone. As we talk, we wave our hands (Illustration #1) or put them in our pockets, (Illustration #2) pace backward and forward, (Illustration #3) squint when we are unsure, (Illustration #4) or shake in trepidation (Illustration #5). Even when we are not communicating verbally, we are transmitting our preoccupations as we shift back and forth, look at the clock, doodle on a piece of paper, or adjust clothing. Goffman contends that "although an individual may stop talking, he cannot stop communicating through body idiom; he must say either the right or the wrong thing. He cannot say nothing."[1]

Our communication can be divided into three categories: (Illustrations #6-9) (a) verbal channels (b) vocal channels, and (c) kinetic channels. The cognitive part of our message is conveyed through the verbal channel. The verbal channel is reinforced by the vocal channel and by the kinetic channel (speaker's appearance, expressions, posture) except in instances of conflicting messages.

Inconsistent or conflicting communication is tension producing for the student and frequently provides a check on learning. (Illustrations #10-11.) A teacher who offers criticism in a very sweet voice should not be surprised when the student responds negatively. In a recent study of the perception of contradictory verbal and

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[1] D.C. Barnlund, (ed.) Interpersonal Communication, Houghton Mifflin Co., Boston, 968. p. 531.

nonverbal messages it was concluded that "Children, when confronted with a conflicting message, resolve the incongruity by assuming the worst."[2]

Verbal and nonverbal codes, as a rule complement each other to the extent that most of us find it imperative to sit in a position that allows us to see the speaker so that we will not miss a vital part of the message he will deliver. When we converse by telephone, some of us listen more carefully to the tone of voice to compensate for the absence of visual cues. "Artists have great respect for the range and subtlety of feelings that can be conveyed by the human voice.[3] For instance, the word "no" could convey the feeling of uncertaintly, indecision, negation, affirmation on the intonation and emphasis. (Illustration #12)

There is much preoccupation in classrooms today with verbal communication but little is being done to prepare teachers to deal proficiently and nonverbally in the affective domain. Teachers get little or no real training in nonverbal communication because it's still a largely unexplored area.

Though it is not very useful in presenting information of a cognitive nature, nonverbal communication cannot be surpassed for generating interpersonal rapport. Teachers communicate, both consciously and unconsciously, their feelings and attitudes to their students. These may be conveyed verbally as well as nonverbally. (Illustrations #13-16.) Students make inferences about the teacher's

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[2] D. Brigental, J. Kaswan, and L. Love, "Perception of Contradictory Meanings Conveyed by Verbal and Nonverbal Channels," Journal of Personality and Social Psychology, 1970. Vol. 16, No, 4. p. 648.

[3] D.C. Barnlund, (ed.) Interpersonal Communication, Houghton Mifflin Co., Boston, 1968. p. 527.

attitudes from the gestures and expressions which are integral parts of his teaching behavior.

It is important to establish a confortable climate for learning. It is imperative that contemporary teachers for the "real world" understand the importance of both the verbal and nonverbal communication. "Nonverbal illiteracy, or the inability to encode and decode organismic states, is no less crippling than verbal illiteracy"[4] Kanzer states further that "only an intellectual bias and misunderstanding proposes that vocalized expression must somehow be higher or more therapeutic than other forms."[5] In many instances, the critical meanings conveyed during human interaction are communicated through a facial expression, a sweep of the arm, a touch or a tonal nuance.

> From the moment of recognition until the moment of separation, people observe each other with all their senses, hearing pause and intonation, attending to dress and carriage, observing glance and facial tension as well as noting word choice and syntax. Every harmony or disharmony of signals guides the interpretation of passing mood or enduring attribute. Out of the evaluations of kinetic, vocal and verbal cues decisions are made to argue or agree, to laugh or blush, to relax or resist, to continue or cut off conversation.[6]

Teachers must be cognizant that the socialization of an individual partially determines the extent to which he displays his emotions. Individuals who have been punished for overt displays of emotion

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[4] Ibid. p. 535

[5] Ibid. p. 528

[6] Ibid. p. 536

tend to be more inhibited than others.[7] The teacher has an obligation to each student to try to be sensitive to his needs and his means of conveying his particular feelings and attitudes. If a child comes from a home where nonverbal communication is valued, he is likely to demonstrate this in his behavior. (Illustrations #17-19.)

> Persons have experiences; they grow and learn. Out of experiences come certain general guides to behavior. These guides tend to give direction to life and may be called values.[8]

What usually happens in the classroom when students do not agree with the values of teachers?

> In one sense the adult is led to believe that children are not people. Children are to follow the proposals of adults. They are to follow the aspirations ehich adults have for them. Children are to have the same feelings as adults, without, by the way, having had the same experiences as adults. Children should have the 'right' attitudes and the 'right' attitudes are those which correspond to those held by the adults who have control over them for the moment.[9] (Illustrations #20-21.)

Kozol in his book, Death At An Early Age discusses what happens to millions of children every year when they enter school. The attempts to coerce children into accepting the school's values effectively serves to destroy many children during the first three to five years of school. (Illustrations #21-23.)

The teacher who accepts nonverbal communication from a child may find that he can present verbal communication as an alternative form and then help the child to increase his attempts at verbal communication.

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[7] J.T. Lanzetta and R. Kleck, "Encoding and Decoding of Nonverbal Affect In Humans," Journal of Personality and Social Psychology, 1970, Vol. 16, No. 1, p. 18.

[8] L. Raths, M. Harmin, S. Simon, Values and Teaching, C.E. Merrill Publishing Co., Ohio, 1969, p. 27.

[9] Ibid. pp. 24-25.

This approach helps the child to maintain his self-esteem which is crucial to his development in cognitive as well as affective areas.

UNIT II

STEPS TO COMPLETE UNIT II

1.0 Read the introductory material

2.0 Attend multi-media presentation and complete worksheet exercise

3.0 Participation in small group interaction to compare notes on your responses to multi-media presentation

4.0 Participate in a discussion with the total group on non-verbal cues

5.0 Complete individual exercise in observation of the nonverbal behavior of another participant

6.0 Participate in a discussion of these observations with the total group

7.0 Form groups of 6-8:

- 7.1 Select a nonverbal message from a stack of cards
- 7.2 On worksheet, write out 3-5 cues you may use to convey message
- 7.3 Demonstrate your nonverbal message
- 7.4 Solicit responses from group to determine what was communicated

8.0 Discuss skills gained as well as usefulness as a teaching technique in a total group session

UNIT II: CONVEYING FEELINGS THROUGH BODY IDIOMS

Purpose

The Purpose of this module is to provide the participant with an opportunity to learn how he relates his feelings and attitudes to others without words and to improve his perception of the feelings of others.

UNIT II: CONVEYING FEELINGS THROUGH BODY IDIOMS: ACTIVITIES

1. Following is a series of slides, each of which gives a message without words. On your worksheet, Exercise #1, identify the message conveyed in each slide.

   (a) Divide into small groups, 2-3 neighbors, compare notes on the slide presentation.

   (b) If your answers differ, point out why the cue conveyed the message you identified.

2. In a large group setting, trainer points out that we are already providing nonverbal information about ourselves in terms of hair styles, clothing choices, jewelry, etc.

3. This exercise is to determine what you can gleam from appearances. It's important to remember that we are making observations, not value judgements. On your worksheet, exercise #2, answer the following questions about the second person to your right.

4. Discuss in a group the observations you have made and the messages you have received from appearances.

5. Divide into small groups of 6-8 for the next activity.

   (a) There is a stack of cards, each of which has a message to be conveyed nonverbally. (Note: This is not charades and should not be exaggerated beyond your usual style of nonverbal communication.)

   (b) Choose a card. On your worksheet, exercise #3, write down the message. (Do not let anyone in your group see it.) Also write down 3 to 5 gestures necessary to convey the message. The following is a sample of what your worksheet might look like.

Message	Nonverbal Cues
I like you	(a) eye contact with students (b) stand near students (c) touch students (d) smile at students (e) respond positively as students speak (nodding in agreement)

(c) After you have completed your work on the worksheet, demonstrate your nonverbal message.

(d) When someone in the group interprets your message, ask, "What cues led you to that response?"

(e) If others in the group are unable to interpret, the person giving the cue must get feedback from the group to improve the transmittal of his nonverbal message.

6. Total group setting--discussion

(a) What useful information in communication did you learn about yourself in the group?

(b) What additional gestures did you learn to communicate, nonverbally more clearly?

(c) How did communication of a message differ from communication of a feeling or attitude in Unit I?

(d) Is the new information useful for your classroom situation? Why? Why not?

WORKSHEET-- UNIT II

Exercise #1 Directions: Identify the message conveyed in each slide in the spaces below:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

WORKSHEET--UNIT II

Exercise #2

1. Name (2nd person to my right):_____(name)
2. Nonverbal message conveyed through dress and body posture.
   (a) Dress:
   (b) Body Posture:
3. Nonverbal cues used to convey this:

   Dress

   (a)

   (b)

   (c)

   Body Posture

   (d)

   (e)

   (f)

WORKSHEET--UNIT II

Exercise #3

Message	Nonverbal Cues (used to convey it)
_____	(a)
_____	(b)
_____	(c)
_____	(d)
_____	(e)

MESSAGES THAT APPEAR ON CARDS IN ACTIVITY #5

Card #1
I Absolutely hate teaching science!

Card #2
Your accent is horrible!

Card #3
Teaching is exciting!

Card #4
I don't agree with the author's assumptions.

Card #5
You're not very clever and teaching you is a drag.

Card #6
I'm not prepared for this lesson today.

Card #7
Teaching is what I enjoy more than anything.

Card #8
You're a special group of bright students.

Card #9
It makes me very happy when you agree with my point of view.

Card #10
We're more alike than different. (We have common needs)

Card #11
Stereotypes about people cause misunderstandings.

Card #12
All the worlds' people have made valuable contributions to the world as we know it.

Card #13
I am willing to try to accept your values.

Card #14
Life is so beautiful.

Card #15
Learning to discipline ourselves is a part of our responsibility as mature people.

Card #16

We have certain rights as individuals that should not be violated.

Card #17

We should protect the property of other people when it's in our possession.

Card #18

You must work consistently to reach a goal.

Card #19

I'm really happy today!

Card #20

I'm frustrated because I can't seem to make you understand.

UNIT III

STEPS TO COMPLETE UNIT III

1.0 Read the introductory material

2.0 Read the recommended selections

3.0 Take related tests on selections

4.0 If test is completed satisfactorily, go to 6.0

4.1 If test is completed unsatisfactorily, see trainer, and negotiate remediation

5.0 Read the scenario on worksheet

5.1 Participate in total group discussion on scenario

6.0 Read the research findings indicated (2)

6.1 Form groups and discuss questions raised in preceding articles

7.0 Plan a 5-minute lesson

7.1 Convey an affective message nonverbally

7.2 Write out cognitive information for lesson as well as affective nonverbal cues

7.3 Teach lesson to group

7.4 Solicit feedback from group

UNIT III: I CAN SAY IT WITHOUT WORDS

Purpose

The purpose of this module is to provide participants with further information about nonverbal communication to enable them to determine its value in the learning situation.

UNIT III: I CAN SAY IT WITHOUT WORDS: ACTIVITIES

1. Read the first two selections; the latter two are optional.

   (a) "Encoding and Decoding of Nonverbal Affect in Humans." Journal of Personality and Social Psychology, 1970, Vol. 16, No. 1, pp. 12-19.
   Authors: John T. Lanzetta and Robert E. Kleck.

   (b) "Body Position, Facial Expressions, and Verbal Behavior During Interviews." Journal of Abnormal Psychology, 1964, Vol. 68, No. 3, pp. 295-301.
   Author: Paul Ekman.

   (c) "Expressive Movements, Warmth and Verbal Reinforcement." Journal of Abnormal Social Psychology, 1962, Vol. 64, No. 3, pp. 234-236.
   Authors: Michael Reece and Robert N. Whitman.

   (d) "Dimensions of Recognition of Expression." Journal of Abnormal and Social Psychology, 1963, Vol. 66, No. 1, pp. 45-51.
   Authors: Nico H. Fridja and Els Philipszoon.

2. Take related test on above selections.

3. Read the scenario on the worksheet in this section and discuss these questions:

   (a) Was there conflict between the teacher's verbal and nonverbal message? If so, what was it?

   (b) What prompted the loud and angry display as the student returned to his seat?

4. Read the following two selections:

   (a) "Verbal-Nonverbal Conflict in Parental Messages To Normal and Disturbed Children." Journal of Abnormal Psychology, 1971, Vol. 77, No. 1, pp. 6-10.
   Authors: D.E. Bugental, L.R. Love and Jacques W. Kaswan.

   (b) "Perception of Contradictory Meanings Conveyed by Verbal and Nonverbal Channels." Journal of Personality and Social Psychology, 1970. Vol. 16, No. 4, pp. 447-655.

UNIT III: CONTINUED

5. Discuss the following questions drawn from the preceding selections:

   (a) An adult offers a criticism in a very sweet voice. Describe how an adult would respond to it; describe how a child would respond to it.

   (b) Two different teachers smiled as they gave negative information to students. One was male and one was female. How did the children respond to each? Why?

   (c) How did the behavior of children from normal families differ from that of children in disturbed families in the school setting? Explain.

   (d) What are the implications for the classroom teacher?

6. Plan a 5-minute lesson drawn from your area of specialization.

   (a) In teaching this lesson convey an affective message you have chosen in advance.

   (b) In preparation for the lesson, write out your objectives and the activities you will employ to reach them in one column. In the opposite column, write out the affective message and five (5) nonverbal cues you will use to convey it.

   (c) Teach this lesson to the group. After teaching, solicit feedback from the group on these questions:

      (1) What was the affective message?

      (2) What prompted your interpretation? What cues did you notice?

      (3) How did this message make you feel?

      (4) Would you use this technique in the classroom? Why? Why not?

UNIT III: I CAN SAY IT WITHOUT WORDS

Test

Body Position, Facial Expression, and Verbal Behavior

During Interviews

Directions: Respond briefly to the following questions in the space provided.

1. Based on the selections you have read, what are three specific ways in which nonverbal behaviors are valuable to the total process of communication:

   (a)

   (b)

   (c)

2. What type of information is communicated through these parts of the body?

   (a) Head

   (b) Trunk and limbs

3. How can the above information be useful in a teaching situation?

UNIT III: I CAN SAY IT WITHOUT WORDS--CONTINUED

T--True
F--False Circle either T or F.

T F 1. Immediate feedback to participants in the decoding experiments tended to result in improved performance of their tasks.

T F 2. All individuals display the same ability to encode or display affective states.

T F 3. It is now clearly established that an affective state can be communicated to others nonverbally.

T F 4. No evidence was found, in this study, of a relationship between the ability to judge others and proficiency at decoding one's own nonverbal displays.

T F 5. Socialization plays a role in the nature and extent of an individual's display of emotion.

Short Answer: Encoding and Decoding of Nonverbal Affect in Humans

Questions

1. What was the purpose of the experiment?

2. List the author's basic assumption or premise.

3. How does socialization affect the visibility of one's emotional state?

UNIT IV

STEPS TO COMPLETE UNIT IV

1.0 Read the introductory material.

2.0 Listen to audio tapes

- 2.1 Answer questions in Exercise #1
- 2.2 If you answered the questions satisfactorily, go to 3.0
- 2.3 If you answered the questions unsatisfactorily, see the trainer and negotiate remediation.

3.0 Watch the video tape presentation

- 3.1 Answer questions in Exercise #2
- 3.2 If you answered the questions satisfactorily, go to 4.0
- 3.3 If you answered the questions unsatisfactorily, see the trainer and negotiate remediation.

4.0 Participate in group discussion of above exercises.

5.0 Divide into small groups of 6-8

- 5.1 Pair off for telephone conversations
- 5.2 Choose a topic and role-play the situation
- 5.3 Respond to worksheet activity
- 5.4 Repeat conversation without screen
- 5.5 Discuss difference in total interpretation of message.

6.0 View illustrations of classroom situation

- 6.1 Participate in group discussion.

UNIT IV: I HEAR WHAT YOU SAY AND I SEE WHAT YOU MEAN

Purpose

The purpose of this unit is to prepare the participant to discriminate between messages given on the kinetic and vocal channels. In addition the participant must be able to discuss the critical interdependence of the channels on each other.

UNIT IV: I HEAR WHAT YOU SAY AND I SEE WHAT YOU MEAN: ACTIVITIES

1. You are about to hear three examples of a teacher's giving instructions in the classroom.

   (a) Listen carefully to the tone of voice

   (b) Listen to the content of the message

   (c) Try to determine the teacher's attitudes

Turn to your worksheet and answer the questions from the audio tape on each of the above exercises.

2. Now that each of you has completed the worksheet exercises, discuss the answers.

   (a) What did the teacher's attitude appear to be?

   (b) How did he/she relate to the students? What cues led to this interpretation?

   (c) How could the presentation be altered to communicate a more positive affective message?

3. We will now see the film clip as well as hear the audio tape again. Listen and watch carefully.

   (a) In Unit IV, on your worksheet answer the questions for Exercise #2.

4. Discuss:

   (a) Did your answers change?

   (b) How did they change?

   (c) Why did your answers change?

   (d) What was the most common reason for changes?

   (e) How did the visual cues affect your interpretation of what you had heard?

   (f) Have you had other experiences like these?

UNIT IV: CONTINUED

5. Divide into small groups of 6-8.

   (a) Pair off into g-oups for telephone conversations.

   (b) Choose a topic for the telephone conversation, i.e., the November elections, the war in Viet Nam, multicultural education, etc. The converation should be two minutes long.

   (c) The participants will sit on opposite sides of a screen so that they may not pick up visual cues.

   (d) Other participants from the group should sit in a position so that they may see the visual cues of both parties in the phone conversation.

   (e) Following the conversation, each member of the group writes his observations on this worksheet.

   (f) The same two individuals repeat the conversation without the screen so that each speaker has the advantage of visual cues.

   (g) How did the change affect the conversation?

6. Discuss these questions:

   (a) Look at these two illustrations. (Illustrations #24 and #25) How does the student's behavior differ in the two illustrations? The teacher's behavior?

   (b) Which illustration portrays more effective affective communication?

   (c) What cues do students miss when the teacher's back is turned? What cues does the teacher miss in this situation? How does this affect communication?

   (d) Is this information useful for teaching? Why? Why not?

UNIT IV: I HEAR WHAT YOU SAY AND I SEE WHAT YOU MEAN

Worksheet

Exercise #1

Directions: Listen to the audio tapes and respond to the questions:

(a) What kind of teacher does he/she appear to be?

(b) How did the teacher relate to the students? What situational cues led to this interpretation? Why was this the case?

(c) How could the presentation be altered to communicate a more positive message?

Teacher #1

(a)

(b)

(c)

Teacher #2

(a)

(b)

(c)

Teacher #3

(a)

(b)

(c)

UNIT IV: I HEAR WHAT YOU SAY AND I SEE WHAT YOU MEAN

Worksheet

Exercise #2

Directions: Answer the following questions based on the video tape presentation.

1. Did your answers change? Which ones changes? Be specific.

2. How did your answers change?

3. What was the most common reason for changes?

4. How did the visual portion serve to support the audio?

5. Discuss supportive information for this statement: "The kinetic and vocal channels are supportive systems for the verbal channel."

UNIT IV: I HEAR WHAT YOU SAY AND I SEE WHAT YOU MEAN

Worksheet

Exercise #3

Directions: Write brief observations of the telephone situation.

With Screen	Without Screen
Conversation #1	
Conversation #2	
Conversation #3	